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ABSTRACT

Survey results summarize elementary-school use of Canadian and non-Canadian oriented materials, resources, and activities in the borough of North York, Ontario. A questionnaire completed by 205 teachers inquired about use of textbooks and unpublished material, resource people, and field trips. Focus on Canadian culture was identified whenever it was appropriate. Data tables show responses by four levels: elementary--kindergarten and junior kindergarten; elementary--primary; elementary--junior; and elementary--combination. Responses show that three-quarters of the textbooks used are Canadian in origin (author and publisher). However, over half of the reference books, films, and filmstrips are non-Canadian. Other materials such as magazines, learning kits, and simulation games are predominantly non-Canadian. Over half the unpublished material used is teacher-produced. High use of outside resource personnel indicates the value of such experiences as perceived by the teachers; however, only 13 percent provided an increase in Canadian awareness. Two-thirds of the field-trip activities related to learning about Canada. (AV)

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RESEARCH REPORT

SP 009 523

CANADIAN CONTENT SURVEY

ELEMENTARY PANEL

Philippe Cassidy

June, 1974.

THE BOARD OF EDUCATION FOR THE BOROUGH OF NORTH YORK

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PREFACE

At its meeting on September 17, 1973, the Board adopted a recommendation of the Management and Academic Program Committee that an Ad Hoc Committee be formed to study matters relating to Canadian orientation and content of public and high school courses, raised by the Committee for an Independent Canada, in its proposal of May 2, 1973, and to report back thereon, at a subsequent meeting of the Board.

Having regard to the foregoing, the Ad Hoc Committee made up of a Trustee, a representative of NYCOSP, three member of the Committee for an Independent Canada and North York staff, has held many meetings to date, dealing with the complexities inherent in obtaining the required information for an assessment of the Canadian content in the North York school system.

In the course of its deliberations, the Ad Hoc Committee decided that a survey on Canadian oriented materials, resources and activities, in comparison to Non-Canadian orienied materials, would facilitate the acquisition of certain information essential to the aforementioned study.

The Board, at its meeting on February 4, 1974, authorized a survey to be conducted by Eduational Research Services involving a sampling of North York teachers from all three panels.

The following pages contain an analysis of the responses provided by the 205 Elementary teachers who participated in the survey.

PROCEDURE

Instrumentation

Information was gathered from staff members using a questionnaire. The members of the Ad Hoc Committee suggested the questions to be included in the instrument. These questions covered the major concerns of the committee members regarding the quantity and quality of Canadian oriented materials, resources and activities in comparison to Non-Canadian oriented materials. A preliminary draft of the questionnaire was circulated to the members of the committee and based on their suggestions, the instrument was revised. A copy of the final questionnaire is presented in the Appendix.

Sample Selection and Size

Twenty-nine schools, having a teacher population of approximately one thousand, were selected on a random basis to participate in the survey. Sixteen schools were represented from the elementary panel, eight from the junior high and five from the secondary panel. Every effort was made to avoid choosing schools which had recently been involved in other research studies.

Data Collection

Principals in the twenty-nine schools chosen to participate in the survey received sufficient questionnaires for their school staffs, at a meeting called by the Superintendent of Educational Services. At this time, the purpose of the questionnaires was explained, and questions from the participating principals were answered. Each of the questionnaires included a memorandum from the Director of Education, enlisting staff support and asking that teachers return completed questionnaires to their school office by April 18. Each participating school was provided with addressed envelopes and a request that all completed questionnaires be returned to Educational Research Services.

Response Rate

The findings reported on the following pages are based on responses given by 205 elementary teachers. This represents a 58% response rate and also represents a 10% sample of North York elementary teachers. Three separate reports were prepared based on the responses provided by teachers in the three panels.

Of the 580 teachers who returned completed questionnaires, the breakdown by panel is given in the following table:

PANEL	Questionnaires Distributed	Questionnaires Returned	% Return
ELEMENTARY	355	205	58
JUNIOR HIGH	320	187	58
SECONDARY	325	188	58
TOTAL	1000	580	58

Reporting Results

A complete list of all the materials mentioned by teachers including frequency of use, source and rating is included in a separate appendix to this report. Every effort has been made to check the titles of the materials and their source when in doubt, but due to the magnitude of the task it was impossible to check every title. Therefore, it was necessary in most cases to list the information in the form in which it was given by the teachers. Where a title appears in more than one category, i.e. textbook, non-text, etc., this reflects the various uses made of that title by individual teachers.

At the meeting of principals held prior to the distribution of the questionnaires, it was explained that the source "Canadian Publisher" referred to any publishing house producing books in Canada whether solely Canadian or a subsidiary of a non-Canadian parent operation.

ELEMENTARY KINDERGARTEN AND JUNIOR KINDERGARTEN

There were 24 questionnaires returned by teachers of kindergarten and junior kindergarten classes in the sixteen elementary schools in the survey. Tables 1A and 1B summarize the information gathered about the materials that these teachers make use of. The number of titles used and their sources are listed in each category.

TABLE 1A

Material	Titles Mentioned	SOURCE *							
		Non-Can.		Can. A/P		C.A./P.A.		C.P./A.A.	
		No.	%	No.	%	No.	%	No.	%
Textbooks	1			1	100				
Non-Texts (Fiction, Biography, etc.)	2	2	100						
Reference Books	19	10	53	7	37	1	5	1	5

Not surprisingly, kindergarten teachers use very few texts and non-texts. The one textbook listed is Canadian in origin, both of the non-texts listed are non-Canadian. The nineteen reference books which are used are divided almost equally between Canadian sources (47%) and non-Canadian sources (53%). The other materials listed, those which appear in Table 1B, are heavily weighted towards non-Canadian sources.

TABLE 1B

Material	Titles Mentioned	SOURCE			
		Non-Can		Can.	
		No.	%	No.	%
Films	11	8	73	3	27
Filmstrips	8	8	100		
Slide Sets	nil				
Magazines and Periodicals	2	2	100		
Learning Kits	9	7	78	2	22
Simulation Games	3	3	100		
Picture Sets	9	7	78	2	22

* Some of the materials (textbooks, non-texts, reference books) have been listed under four separate sources: non-Canadian (Non-Can.), Canadian author and Canadian Publisher (CA/CP), Canadian author, publisher abroad (CA/PA) and Canadian publisher, author abroad (CP/AB); the other materials mentioned, i.e. films, filmstrips, magazines, etc. have been listed as either non-Canadian or Canadian.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

Source	Times Mentioned	%
Student Produced	nil	
Teacher Produced	9	38
Professionally Produced in Canada	1	4
Professionally Produced Outside Canada	nil	
A Combination of Above	6	25
Other	nil	
No Response	8	33

N= 24

Two-thirds of these teachers report using unpublished material to a significant degree. Of these teachers, nine state that their unpublished material is teacher produced, and one that the material is professionally produced in Canada. Six teachers report a combination of sources for their unpublished material.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks.

TABLE 3

	Times Mentioned	%
Most of the Time	-	-
Frequently	-	-
Sometimes	-	-
Seldom	-	-
Never	9	38
No Response	15	62

N= 24

At the kindergarten level there are very few textbooks, approved or otherwise, so this question is not very meaningful for these teachers. Accordingly, 62% did not respond, the remaining 38% indicated that they never use approved texts more frequently than supplementary textbooks.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

The kindergarten and junior kindergarten teachers used sixty-five resource people in the past twelve months.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

Name of Resource Person	How to Contact	Description of Program
Audrey Glassford	N.Y. Bd. of Education	Speech correction for children with speech problems
Mary Scanlon	N.Y. Bd. of Education	Kindergarten goals
Mary Donovan	N.Y. Bd. of Education	" "
Jean Handscombe	N.Y. Bd. of Education	E.S.L.
Mike Palermo	Calico Public School	Workshop S.M.T. Sensory
L. Gilbert (Psychologist)	N.Y. Bd. of Education	Motor training workshop, testing of pupils, psychological placement
Parent-Music Resource Person	Not indicated	Folk singing with children
Speech Teacher	Not indicated	Speech therapy
Dr. Zimmerman	Not indicated	Making objects out of common household items
Special Ed. Personnel		To help to discover children who might have learning difficulties at an early age
Students - York Institute of Child Study		E.S.L. Programs in area, visual and sensor perception
Florence Scroggie	N.Y. Bd. of Education	Helped arrange furniture for effective use of space
Diane Domelle	Glen Avon Annex	Helped plan physical education program
Bruce McBride		Reptiles
Arlene Collis		Jewish customs and cooking
Parents - Mr. Alcock		Firefighter - discussed his work, brought equipment

Table 4 continues .....

TABLE 4 (continued)

Name of Resource Person	How to Contact	Description of Program
Mrs. Khaja (Parent)		Brought articles from India. Discussed 'Sari' and showed how to drape it
Teacher	Dellcrest	Behaviour modification methods
Mrs. Schonberg - Parent, former nurse		Showed uniform and cap, explained nursing duties
Brenda Szwengler	Lillian Annex	Early reading programs, activities, attack

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

This group of teachers indicated that two resource people who provided an increase in Canadian awareness were used in the past year.

QUESTION #5(b): Please describe the two most effective resource people providing an increase in Canadian awareness that you have had in your classroom during the past twelve months and state the nature of the subject matter discussed.

TABLE 5

Name of Resource Person	How to Contact	Description of Program
Margo Kornfeld (parent)	By phone	Canadian Folk Songs (sung with children)

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 6

	No.	%
Most	10	42
Quite a Few	2	8
Some	2	8
Few	1	4
None	3	13
No Outside Activities	1	4
No Response	5	21

N= 24

Of the twenty-four teachers in this group, half reported that most, or quite a few of their outside activities related to learning about Canada. Two teachers said that some did, and one teacher that few of the outside activities were so related. Three teachers stated that none of their outside activities related to learning about Canada. Six teachers indicated either no outside activities, or did not respond.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

Place Visited	No. of Times Mentioned	Purpose of Visit
Zoo	7	To learn what various animals are like Identifying native Canadian wildlife
High Park	4	To make children aware of various attractions in their city
Centre Island	1	
Forest Valley	3	Outdoor Education
Pioneer Village	1	" "
Supermarket	1	Food classification study
Firehall	2	To learn about role of firemen in the community
Farm	4	To learn about rural living, crops
Small Animal Farm	1	General observations of animals

Table 7 continues .....

TABLE 7 (continued)

Place Visited	No. of Times Mentioned	Purpose of Visit
Wilket Creek Park	3	To learn about our Canadian environment (trees - plants)
Country Visit	1	
Sugar Bush - Baker's	2	Not stated
Pumpkin Field	2	" "
Allan Gardens	1	" "
Thornhill Pond	2	" "
Alexander Muir Park	1	" "
Bakery	1	
GO Bus Trip	1	
Airport	1	
Fairview Mall	1	To see "Old MacDonald's Farm Exhibit
Trips (not by bus)	1	Show Canadian nature and an awareness of Canadian seasons and weather

Most of the trips taken by kindergarten teachers and their classes involve the study of nature or learning about the community in which they live.

ELEMENTARY PRIMARY

Sixty-nine questionnaires were submitted by primary teachers in the elementary schools. Tables 1A and 1B which follow contain lists of materials which are most commonly used in classrooms, along with their sources.

TABLE 1A

Material	Titles Mentioned	SOURCE							
		Non-Can.		Can. A/P		C.A./P.A.		C.P./A.A.	
		No.	%	No.	%	No.	%	No.	%
Textbooks	38	6	16	30	79			2	5
Non-Texts (Fiction, Biography, etc.)	42	24	57	17	40			1	2
Reference Books	68	29	42	37	54			2	3

TABLE 1B

Material	Titles Mentioned	SOURCE			
		Non-Can.		Can.	
		No.	%	No.	%
Films	28	17	61	11	39
Filmstrips	25	11	44	14	56
Slide Sets	9	3	33	6	67
Magazines & Periodicals	12	10	83	2	17
Learning Kits	24	15	63	9	37
Simulation Games	14	9	64	5	36
Picture Sets	23	16	70	7	30

Textbooks used by primary teachers are overwhelmingly Canadian, 79% are both written and published in Canada and another 5% are published in Canada. This is not true for non-texts, 57% of which originate outside Canada. Canadian content in reference books fares better with 54% being of Canadian origin and another 3% produced by Canadian publishers.

The non-Canadian aspect of other materials used is fairly substantial - films 61%, magazines and periodicals 83%, learning kits 63%, simulation games 64% and picture sets 70%. For only two types of materials, filmstrips (56%) and slide sets (67%) are the sources primarily Canadian.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

Source	Times Mentioned	* %
Student Produced	9	13
Teacher Produced	30	44
Professionally Produced in Canada	5	7
Professionally Produced Outside Canada	3	4
A Combination of Above	12	17
Other	nil	
No Response	10	14

N= 69

There are more teacher-produced materials (44%) than any other among the unpublished materials used. Students produce 13%, 17% are produced by a combination of sources, 7% are professionally produced in Canada, and 4% are professionally produced elsewhere. There was no response from 14% of the primary teachers to this question.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

	Times Mentioned	%
Most of the Time	34	49
Frequently	17	25
Sometimes	4	6
Seldom	nil	
Never	2	3
No Response	12	17

N=69

* In this and in other tables where percents do not total 100, figures have been rounded to the nearest whole percent.

Almost half (49%) use approved textbooks most of the time, one-quarter use them frequently and 6% do sometimes. Only 3% indicated they never use them. There was no response to this question from 17% of this group.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

There were 198 resource people used in the past 12 months by the primary teachers reporting on this question. Primary teachers tend to invite many resource people to their classrooms. One teacher indicated that she had a guest from the community or the Board every week.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

Name of Resource Person	How He/She Might be Contacted	Description of Program Provided
Naomi Maruno	Lillian Annex	General help; metric
Madge Logan	School library and resource teacher	Science, maths, rdg. labs, social studies
Pat Hardman	In school	Not given
Mrs. H. Jones	Faywood Annex	Outdoor activities
Norma Cleeton	Rippleton Annex	Thematic planning
Naomi Skerrit	Consultant's Office	Not given
Peggy Pickering	Not indicated	Resource person
William Murray	Committee for Independent Canada	Use of Canadian textbooks
J. Hood	Metro Toronto Police Dept.	Safety
Fireman	North York Fire Dept.	Home safety
Reading Consultant	Through School	Dictionary, word bank, word games, individ. rdg.
Speech Consultant		Word and sounds games
Warren Handley	Can. Imp. Bnk. of Commerce	Slides on N.W. Territories
Mrs. Baker	Home and School Assn.	Reading
Parent (born in Germany)	Not indicated	Social Studies
Police Officer Hewson	Metro Toronto Police Dept.	Safety rules
Mrs. Dunn	School Nurse	Not given
Dental Nurse	Board	Dental hygiene, care of teeth, slide presentation
Dental Hygienist	Board	Slide presentation
Dentist	Board	Talk and question period on care of teeth

TABLE 4

Name of Resource Person	How He/She Might be Contacted	Description of Program Provided
Herb Goldie	Special Education	Discussion - Program for exceptional children
Librarian	Not Indicated	Books, filmstrips, sets of pictures on themes e.g. transport, dinosaurs
School Psychologist	Psychological Services	Parent guidance
Primary Consultant (no name)	Teacher Consultant's Office	Remedial reading
Primary Consultant Anna Pataky	Maple Leaf P.S.	General Primary assistance
Primary Consultant Betty Young	Armour Hts. P.S.	General Primary assistance
Mrs. Yosh Shin	C.B.C.	Tea ceremony of Japan
Anne McGee	Calico P.S.	Reading
Diane Domelle	Rippleton Rd. P.S.	Creative movement, tumbling, climbing, outside activities
Music Consultant (Lorraine Ball)	Rippleton Rd. P.S.	Rhythym, tone matching choir, songs
Dr. Zimmerman	Not indicated	Art and craft. Use of scraps.
Margot Taylor	Rippleton Annex	Metric system, reading, class organization
Marg. Jackson	Calico Annex	Remedial group work
Louise Dain	Gulfstream Annex	Workshops, Christmas Concert, materials, "ideas".
Sp. Ed. Teacher (No name)		Remedial advice
Bruce McBride	Board	Reptiles
Police - Officers Hood & Sager	Metro Toronto Police Department	Road and bicycle safety. The policeman as a friend
Frog Print Theatre	Not indicated	Puppet Show
Mrs. J. Robbins	Lillian Annex	Language Arts
Al Longfield	Maple Leaf Annex	Science incubation
Mrs. Reading	Not indicated	Safety in Home
Nurse	" "	Films
Mr. Squire	Daystrom School	Integration of Music Concepts
Gwen Ireton	Lillian Annex	Class lessons
Ted Pickles (Soc. Stud.)	Rippleton Annex	Native studies
Firemen	North York Fire Dept.	Home safety, action in case of fire, demonstrations

The variety of resource people used in the primary classrooms is infinite. Programs have been provided for all kinds of interests from talks on safety by policemen and firemen and dental care by dentists and dental nurses to programs on reading, art, physical education, music, science, native studies, the metric system, outdoor education, language and social

studies. There was even a visit from a representative of the Committee for an Independent Canada who spoke on the subject of the availability and use of Canadian textbooks.

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

Of the 198 resource people used in this period primary teachers reported that 30 provided an increase in Canadian awareness.

QUESTION #5(b): Please describe the two most effective resource people providing an increase in Canadian awareness that you have had in your classroom during the past twelve months and state the nature of the subject matter discussed.

TABLE 5

Name of Resource Person	How He/She Might be Contacted	Description of Program Provided
William Murray	Committee for Independent Canada	Talk on availability of numerous high quality Canadian books, etc. that exist as alternatives.
Madge Logan	School Resource Librarian	Provided aid on Canadian map information for children doing map skills
Warren Handley	Canadian Imperial Bank of Commerce	Slide Presentation on Northwest Territories

Though teachers indicated that they used 30 resource people who provided an increase in Canadian awareness, only three reported on the names of these people and the programs presented, and these are recorded in Table 5 above.

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 6

	No.	%
Most	21	30
Quite a few	9	13
Some	10	15
Few	9	13
None	2	3
No Outside Activities	nil	
No Response	18	26

N= 69

Many of the out-of-school activities are tied into an expanded awareness of Canada. Thirty percent of primary teachers report that most of their excursions are so related, 13% report that quite a few are and 15% that some are. Thirteen percent indicated that they plan only a few such trips and only 3% that they do not participate in any. There was no response from 26% of this group to this question.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

Place Visited	No. of Times Mentioned	Purpose of Visit
Forest Valley Outdoor Education Centre	18	Appreciation of nature's beauty, maple sugar process and comparison with Indian process.
Pioneer Village	15	Comparison of past and present Canadian way of life
Ontario Science Centre	10	Eskimo display, 'the human body', man in space
Maple Sugar Bush (Baker's or Horton's)	7	Sugar production, past and present
Royal Ontario Museum	7	Art of Canadian Indians
Zoos	6	Canadian and foreign wildlife
Centre Island	7	Use of harbour and ecology of area; conservation example.
Local farms	5	Farm life; enjoyment; obtaining pumpkins
Toronto City Hall	5	To improve awareness of own city; to view harbour, High Park and Park buildings
Casa Loma	5	Explore background of castle owner

TABLE 7

Place Visited	No. of Times Mentioned	Purpose of Visit
Our community	5	Walk as part of study of community business, stores, occupations, map making
RCMP office, Toronto International Airport	5	None given
Wilket Creek, Edwards Gardens	6	Part of Social Science Program; to identify leaves, trees and birds.
Toronto Dominion Centre	4	To view examples of Eskimo art and to acquaint pupils with the banking system of Canada
Fire Station	4	Community studies
Toronto Harbour and downtown area	3	To give familiarity with city
Ontario Place	3	Displays, films about Canada
High Park	3	None given
Yorkdale or local plazas	3	None given
Maple Leaf Gardens	2	Insight into hockey and sport
Old and new Toronto and Christmas shop windows	2	Contrast of city and suburbs and viewing of Christmas shop windows
Science Centre Theatre	2	Acquaintance with Eskimo culture through a play
DeHavilland Air Force Base	2	Introduction to air travel; a different community
Kensington Market	2	Discovery; to increase awareness of another culture
Popcorn factory in Metro Toronto	2	An aspect of commerce in Canada
Billy Bee Ltd.	2	Study of the honey industry, and the habits of the honeybee
Hikes to nearby ravines and nature	2	To develop appreciation of conservation programs and the outdoors
Topcliff Outdoor Site	2	None given
Skating arena, Woodbine	1	None given
Allan Gardens	1	To find rare plants
McMichael Gallery	1	Exposure to Group of Seven art
Markham County Fair	1	None given
Kensington School	1	None given
Local playground	1	None given
Reeves Nursery	1	None given
Canadian Theatre Group	1	None given

TABLE 7

Place Visited	No. of Times Mentioned	Purpose of Visit
Play - "Tangle Flags"	1	Comparison of the customs of other countries with those of Canada
Commerce Court	1	None given
Bakery factory	1	To show complexity of baking industry

Trips were planned with a great deal of imagination, obviously taking advantage of the myriad of facilities available in and around the Metro area. The Forest Valley Outdoor Education Centre, Pioneer Village and the Science Centre were visited by many classes. There were also trips to the sugar bush, the museums, local farms, zoos, Centre Island, Casa Loma, parks and local ravines, fire and police stations, the RCMP, Toronto Harbour, Ontario Place, Kensington Market, Plazas, factories, banks, an old downtown Toronto school in an ethnic area and to theatres for the performance of Canadian plays.

The extent of learning about Canada involved in these trips varies from a simple exposure to the sheer beauty of the Canadian outdoors to visits to places where a fairly sophisticated level of information is available, e.g. Art of Canadian Indians, Eskimo culture, and how factories and banks operate.

ELEMENTARY - JUNIOR

The junior division of elementary teachers returned 73 questionnaires. Their response to the query concerning the types and source of materials commonly used in classrooms is outlined in Tables 1A and 1B below.

TABLE 1A

Material	Titles Mentioned	SOURCE							
		Non-Can.		Can.A/P		C.A./P.A.		C.P./A.A.	
		No.	%	No.	%	No.	%	No.	%
Textbooks	114	21	18	91	80			2	2
Non-Texts (Fiction, Biog.)	77	52	68	23	30	1	1	1	1
Reference Books	50	28	56	21	42			1	2

TABLE 1B

Material	Titles Mentioned	SOURCE			
		Non-Can.		Can.	
		No.	%	No.	%
Films	37	15	41	22	59
Filmstrips	38	15	39	23	61
Slide Sets	10	1	10	9	90
Magazines & Periodicals	22	13	59	9	41
Learning Kits	49	28	57	21	43
Simulation Games	20	14	70	6	30
Picture Sets	18	17	94	1	6

Textbooks used by this group of teachers are primarily Canadian, 80% being both written and published in Canada and another 2% published in Canada. The Canadian content of non-texts and reference books does not fare so well, as 68% of non-texts and 56% of reference books are not produced in Canada.

Of the supplementary materials used most often, Canadian content is higher for film (59%) and filmstrips (61%), and is lower for magazines and periodicals (41%), learning kits (43%), simulation games (30%), and picture sets (6%). Slide sets, which appear to be used least frequently, are however 90% Canadian-produced.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

Source	Times Mentioned	%
Student Produced	8	11
Teacher Produced	33	45
Professionally Produced in Canada	4	6
Professionally Produced outside Canada	2	3
A Combination of Above	11	15
Other	nil	
No Response	15	21

N= 73

On the list of unpublished material used there is a great deal that is teacher-produced (45%), some student-produced (11%), and some professionally produced (6% in Canada and 3% outside Canada). Fifteen percent of the unpublished material is created by a combination of sources. About one-fifth (21%) of this group of teachers did not respond to this question.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

	Times Mentioned	%
Most of the Time	21	29
Frequently	24	33
Sometimes	18	25
Seldom	2	3
Never	1	1
No Response	7	10

N= 73

The majority of respondents report that they use approved textbooks, 29% indicate that they do so most of the time, 33% frequently and 25% do so sometimes. Only 3% said they seldom do and 1% indicate that they never do. There was no response to this question by 10% of these teachers.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past 12 months?

There was a large number of resource people used by junior division teachers, some 363 over the past 12 months, averaging about five per teacher.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

Name of Resource Person	How He/She Might be Contacted	Description of Program Provided
Al Downs	Rippleton Annex	In Depth Study of Design
Marion Hayes	Grey County School Bd.	Language Arts
Representative	Abitibi Pulp & Paper Co. Public Relations Dept.	Lecture, Demo. & Film on newsprint
Helen Gilks	Rippleton Annex	Enrichment, Language Arts
Mavis Herman	At School	Spec. Ed. - used people's Fathers to tell about their jobs
Mrs. Post - parent	Through School	Life in Netherland - lunch of Dutch food for children
Naomi Skeritt	Lillian Annex	Enrichment
Bruce McBride	North York Supply Teacher	Reptiles
Al Longfield	Maple Leaf Annex	Ecology - Science Plant
Science Consultant	Science Dept.	Study activity program
Dental Hygienist	North York Dept. of Health	Care of teeth
Police - Officer Hood	Metro Toronto Police Dept.	Safety
Ian Sinclair	Forest Valley	Cedar Glen
Representative	Japanese Information Centre Toronto-Dominion Centre	A Study of Japan
Dr. Zimmerman	Brenda Barringer	Making crafts out of odds & ends
Librarian	North York Public Library	Not given
Dale Burnel	North York	Science - Live animals
Betty Sutherland	North York Council	Civics, community studies, etc.
Mrs. L. Dain	Gulfstream Annex	Music for stimulating program
Mrs. P. Sindhaldt	Phone home	Gym - introduction of new program

Name of Resource Person	How He/She Might be Contacted	Description of program Provided
Unda Ellis	N.Y. Bd. of Education	Outdoor Education
Mary Oliver	Phone	Set up individualized program for students
Elizabeth Houston	Phone	Conducted review on N.Y. children
Ken Whitley	Phone	Music
Paul Barker	Faywood Annex	Language experience
Doug Paul	Armour Heights Annex	Unit on structures
Mrs. Hardie	Phone	Music
John Bedington	Phone	Natural Resources
Student from Humber College	Phone	Craft Program
Trudy Stacy	Lillian Annex	Reading
D. Domelle (Phys.Ed.Consult.)	Rippleton Annex	Total Phys.Ed. program on daily basis
D. Baird	School librarian Snowcrest P.S.	Social Science Program
Terrence Hill	Vickers & Benson Ltd.	Presentation on advertising with radio & T.V. commercial examples. Done on topic of consumerism.
Roy Doherty	Not indicated	Judo
Allison Henry	Via school	Covered Group of Seven History, Art etc.
Resource Librarian	Through school	Not given
D. Hodgeson	Through graduate school	Working of C.N.Railroad
Prof. M. Piggott	223-7798	Presented slides and talk of his mountaineering visit to Baffin Island
John Davis	North York Principal	Canadian Indians
Frog Print Theatre	Not given	Puppet play
Fred Shaw	Art Dept., Spring Garden Annex	Advice on print making
L. Loubser	Phone	General Prog. concentrating on language arts
Miss Ball	Phone	Recorder Group Music
Mrs. E. Wilson	Humane Society, Barrie	Talks on work of society and responsibility and care of pets, animals in Canada, wild animals as pets
Fire Marshall	North York Fire Department	Prevention of fires
Reading consultant for Board	By Principal	Individual program for child

Name of Resource Person	How He/She Might be Contacted	Description of Program Provided
Psychologist	Psychological Services	Testing of pupils
Dental Nurse	North York Dept. of Health	Demonstration of use of dental floss
N. Bagnato	Not given	Indian discussion
Music consultant	Music Dept.	Music Program
Representative	Outdoor Education Dept.	On outdoor ed. trip
Representative	Library Dept., Glen Avon Annex	To discuss new books available (as an aid to ordering)
Representative	Language consultants	To discuss reading and language programs

Programs designed to provide stimulation and create interest in a wide range of subjects were presented by resource people. Art, music, health, physical education, reading, language arts, science, outdoor education, social science, and special education were among the subject areas to which resource people brought an enriched and fresh perspective. A number of other rather unusual and interesting resource people were Bruce McBride and his talk on reptiles, a Dutch parent sharing with pupils a view of life in the Netherlands and serving a luncheon of Dutch food, a representative of North York Council bringing civics and community studies to the classroom, an advertising executive's presentation on radio and television advertising as related to consumerism and a university professor who gave a talk and slide presentation on his experiences while mountaineering on Baffin Island.

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

There were forty-three resource people used who provided an increase in Canadian awareness. This represents about 12% of the total number of resource people used in this period.

QUESTION #5(b): Please describe the two most effective resource people providing an increase in Canadian awareness that you have had in your classroom during the past twelve months and state the nature of the subject matter discussed.

TABLE 5

Name of Resource Person	How He/She Might be Contacted	Description of Program Provided
Dan Stoker	Phone	Ecology program & conservation
Mr. Shoebridge	Phone	Weaver (Canadian artist)
A. Weaver	Jean Reimann - Shaugnessy Librarian	
J. Bedington	Phone	Natural resources
D. Baird	Resource Librarian Snowcrest P.S.	Social Studies
Campbell - African Lion Safari	Through D. Baird Snowcrest P.S.	Canadian animals and their interesting characteristics
Mrs. Sally Sindholt	Daystrom School	Recitation of Canadian Poetry & info. about poets and their lives.
Mr. D. Hodgson	Through graduate school	Working of C.N. Railroad
Frog Print Puppets	Board Office	Puppet show & demonstration of how puppets work
Bruce McBride	Board office	How to handle reptiles
John Davis	N.Y. Principal	Canadian Indians
E. Pickles (Soc. Studies Consultant)	Rippleton Annex	More input for Ottawa trip
Mr. Seymour	Phone	Described weapons used & military items
Mrs. E. Wilson	Humane Society - Barrie	Animals in Canada - wild animals as pets discussion
Fireman	North York Fire Dept.	Safety - what to do to prevent fire
N. Bagnato	Not indicated	Indian discussion
Anne Smith	491-3564	Drama
Mrs. Luk	491-0728	Arts & crafts
Author of "Skidoo"	Not indicated	Explained how you write a book and publish it
Acts - Young Peoples Theatre	Not indicated	French play - for students studying French

Canadian awareness was enhanced through programs involving Canadian ecology and conservation, natural resources, animals, weaving, poetry and poets, drama and the history and use of military weapons. A Canadian author talked about writing and publishing a book and French classes attended a French play.

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 6

	No.	%
Most	26	36
Quite a few	15	21
Some	16	22
Few	6	8
None	2	3
No Outside Activities	2	3
No response	6	8

N- 73

A substantial proportion of outside activities are reported as related to learning about Canada. Thirty-six percent indicate that most, 21% that quite a few, and 22% that some of their out-of-school activities are so related, while 8% state that only a few are and only 3% that none are. Three per cent of this group conduct no outside activities and 8% did not answer this question.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

Place Visited	No. of Times Mentioned	Purpose of Visit
Ontario Science Centre	25	General information; visit to Hydro exhibit, Arctic Canada; attended play, Atuk and the Sun, describing an Eskimo legend.
Royal Ontario Museum	15	North American Indian gallery - for an appreciation of the culture and history of the first Canadians; awareness of plight of our native peoples resulting from colonialism and imperialism.
Royal Winter Fair	13	Farming; learning about livestock; and agriculture in Canada
City Hall	11	Municipal government

Place Visited	No. of Times Mentioned	Purpose of Visit
McMichael Gallery	25	Culmination of a Group of Seven theme in language arts and social studies; used in a comparison of European and Canadian art (subject matter, colours, history behind art)
Pioneer Village	10	Heritage history
Forest Valley Outdoor Centre	9	Ecology study; winter field trip; study trails, animals, trees, signs of winter pollution
Ottawa	8	Enables children to comprehend their federal government and the city which is the capital of their country
Ontario Place	7	Not given
Fort York	6	Not given
Ontario Parliament Buildings	6	To visit actual buildings where laws are passed, to attend sessions
Downtown Toronto	5	Not given
Commerce Court	5	Highest building in country
Fort Ste. Marie, Midland	5	Role of the Jesuits and French Canadian fur traders in development of Ontario.
Planetarium	5	Canada and the world
Toronto Dominion Centre	5	Not given
Kensington Market	4	Not given
Marine Museum	4	Not given
Kingston Tour - Bellevue House	4	Not given
Conservation area (Albion, Claremont)	4	Conservation, outdoor education
Canada Dry Plant	3	Kinds of jobs for Canadians; study of an industry
Sports Hall of Fame	3	Not given
Tour of Toronto Harbour	3	Not given
Maple sugar bush	3	Not given
McKenzie House	3	Not given
Nuclear generating station, Pickering	3	Not given
St. Lawrence Market	3	Not given
Upper Canada Village	3	Not given
Fort Henry, Kingston	3	Not given
Enoch Turner School House	3	Not given
Cedar Glen	3	Geography, natural science
Local parks and ravines	3	Flora and fauna unique to area, i.e. trillium
Bruce Trail	3	Study of geological forms in Southern Ontario

Place Visited	No. of Times Mentioned	Purpose of Visit
Toronto International Airport	2	To study one mode of transportation, inner workings of airport and airplanes
Bus tour of old City of York	2	Toronto history
Niagara Falls	2	Historical look at Canada: tie with science, social studies program
Riverdale zoo	2	Not given
Spinning school (Edna Blackburn)	2	Not given
Mr. Shoebridge - weaver	2	Not given
Casa Loma	2	Not given
Historical tour of North York	2	Local history
Greenwood race track	2	Not given
Toronto Island Airport	1	Research
African Lion Safari	1	Comparing animals in Canada to other countries - mammal study
Woodland Trails, Aurora	1	3 day camping trip - outdoor education
Christmas tree lot	1	Selecting and purchasing a tree
Camp Makeena	1	Canadian outdoors - trees, vegetation, land forms, etc.
Humber River	1	Valley and flood plain
Trinity Square	1	To develop awareness of downtown
I.B.M.	1	Not given
Subways	1	Not given
Primitive Methodist Church		To look at tombstones, noting dates
Mono Mills Conservation area	1	Camping
Metro Police Horse Stables	1	Not given
Canadian National Railways railyards, Concord	1	Not given
O'Keefe Centre	1	National Ballet performance of the Nutcracker Suite
C.N. Tower	1	Soon to be highest structure in the world
Union Station	1	An important link with the rest of Canada
L'Habitant Restaurant	1	French Canadian food
Gibson House	1	Pioneer Christmas celebration
Seneca College Auditorium	1	French film, Le Martien de Noel, on child life in Quebec.
Wax museum	1	Famous Canadians
Chinatown	1	Different cultures in Canada
Toronto Stock Exchange	1	Canadian stock market
Simcoe City Museum	1	Awareness of Canadian history

Place Visited	No. of Times Mentioned	Purpose of Visit
Welland Canal	1	Not given
United Florist Culture Greenhouse	1	Not given
Allen Gardens	1	Not given
Roundtree Mills Park	1	Canadian plants and animals, ecology
Toronto Island	1	Not given
Dunlop Observatory	1	Not given
St. Lawrence Centre	1	Not given
Japanese Information Centre	1	Not given
Subdivision under construction	1	Not given
Canada Young People's Theatre	1	Performance of You're a Good Man Charlie Brown
Super Pufft Popcorn Factory	1	Not given
Sayvette Dept. Store, Thorncliffe Park	1	To study ordering procedure, tagging, pricing, shipping, delivering, sales techniques of a Canadian department store.

Youngsters in the upper three grades of elementary school are exposed to an enormous variety of experiences, a substantial portion of which has some obvious value in their learning more about their native land. The long list outlined in Table 7 above is an indication that teachers take advantage of many of the facilities which are available locally. The Ontario Science Centre, The McMichael Gallery, the Royal Ontario Museum, the Royal Winter Fair, Pioneer Village and the Forest Valley Outdoor Centre head the list. But there were also trips to Ottawa, explorations of the downtown areas, visits to historical museums and to local industries, parks, ravines and conservation areas, to maple sugar bushes, zoos, airports, Casa Loma, a race track, Ontario Place, a nuclear generating plant, the Stock Exchange, and a hike along the Bruce Trail. Some students were given the opportunity to attend plays and films on Canadian themes and some to sample French-Canadian fare and many had a chance to see the Provincial House in session.

ELEMENTARY - COMBINATION

Fourteen teachers who teach a combination of classes, for example, primary/junior, responded to the questionnaire.

In Question #1, the teachers were given a list of materials most commonly used in classrooms. Under each broad category, they were asked to list the titles most commonly used in their classrooms, and then state the source, that is, non-Canadian, Canadian author and publisher, etc. Responses are tabulated below.

TABLE 1A

Material	Titles Mentioned	SOURCE							
		Non-Can.		Can.A/P		C.A./P.A.		C.P./A.A.	
		No.	%	No.	%	No.	%	No.	%
Textbooks	36	8	22	27	75			1	3
Non-Texts (Fiction, Biography, etc.)	17	16	94					1	6
Reference Books	12	6	50	6	50				

Thirty-six textbooks were listed, and 75% of them have Canadian authors and publishers. Of the non-texts, fiction, biography, etc., 94% are non-Canadian. As to reference books, 12 of which were listed, half are Canadian and half non-Canadian.

TABLE 1B

Material	Titles Mentioned	SOURCE			
		Non-Can.		Can.	
		No.	%	No.	%
Films	2			2	100
Filmstrips	1			1	100
Slide Sets	1			1	100
Magazines & Periodicals	2	2	100		
Learning Kits	7	4	57	3	43
Simulation Games	nil				
Picture Sets	nil				

A total of 4 films, filmstrips and slide sets are listed, all of them from Canadian sources. The two magazines and periodicals are both non-Canadian, the 7 learning kits are 57% non-Canadian and 43% Canadian.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

Source	Times Mentioned	%
Student Produced	1	7
Teacher Produced	5	36
Professionally Produced in Canada	nil	
Professionally Produced Outside Canada	nil	
A Combination of Above	1	7
Other	nil	
No Response	7	50

N=14

Half of the teachers did not respond to this question. Of the remainder, 36% used teacher produced material and 7% used student produced material. Seven percent also used a combination of the above.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

	Times Mentioned	%
Most of the Time	1	7
Frequently	4	29
Sometimes	5	36
Seldom	2	14
Never	nil	
No Response	2	14

N= 14

Two teachers did not respond to this question. Of the remainder, 36% use approved books sometimes, and another 36% use them frequently or most of the time.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

A total number of thirty were listed.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

Name of Resource Person	How He/She Might be Contacted	Description of Program Provided
Librarian	School	Unit planning stars, planets, etc. - inspect study
Comb. Music & Phys. Ed. Consult.		Movement Education
Consultant	Rippleton School	Math Remedial L.A. Materials
M. Archibald	Music Dept.	Music
B. Alcoy	Music Dept.	Music
John Davis	Cartwright P.S.	Native People of Ontario
Consultant Reading	Rippleton - Don Mills	Lang. Exp. Program, Reinforces skills, testing
Consultant	Rippleton - Don Mills	Math Remedial
Jane Horn	School	Art
Dr. Zimmerman	Phone	Arts & Crafts
Dental Nurse	Board	Dental Hygiene
Bruce McBride	Phone	Display of Live Reptiles
Diane Domelle	Board - Phys. Ed.	Folk Dancing
Carl Hogg (Hist. Co-ordinator)	5050 Yonge St.	Provided a multitude of ideas & new directions of thought & planning for social studies

It is interesting to note that of the 14 names listed above, only two are not employees of the North York Board of Education.

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

Three resource people were used to provide an increase in Canadian awareness in these classes.

QUESTION #5(b): Please describe the two most effective resource people providing an increase in Canadian awareness that you have had in your classroom during the past twelve months and state the nature of the subject matter discussed.

These people and the nature of the subject matter discussed are listed below:

TABLE 5

Name of Resource Person	How He/She Might be Contacted	Description of Program Provided
Librarian	School	Introduced Cdn. Mat. to students, staff.
John Davis	Cartwright P. S.	Native Peoples
Police		Canadian Safety Rules

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 6

	No.	%
Most	4	29
Quite a few	3	21
Some	4	29
Few	2	14
None	nil	
No Outside Activities	nil	
No Response	1	7

N= 14

Half the teachers state that most or quite a few outside activities relate to learning about Canada.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

Place Visited	No. of Times Mentioned	Purpose of Visit
Pioneer Village	2	Pioneer Study
Centre Island	2	
Forest Valley	3	Nature Study
Downtown Toronto - Dept. Stores	4	
City Hall	3	
Royal Ontario Museum	5	To study native peoples (Indian and Eskimo)
The children's library	1	To study Canadiana
Donna Brooke Farm - Bolton	1	Farmlife ecology
Science Centre	3	
Kensington Market	2	
T.D. Centre	1	
Commerce Court	1	
Subway Study	1	
Go Station	1	
Union Station Study	1	
McMichael Conservation	3	
Maple Leaf Gardens	1	
Casa Loma	3	
Glendon Campus - York U.	1	Visit to a university providing a link with York U. students in faculty of education, combined with a skating trip
Sugar bush	1	
Ontario Place	2	
Bus Tour of Toronto	2	
Seneca College Planetarium	1	
Don Valley Nature Hike	1	
High Park - Colbourne Lodge	1	
Don Valley Nature Hike	1	

Twenty-six places are listed, all within easy distance of Toronto and suburbs.

ELEMENTARY - OTHER

Twenty-five questionnaires were returned from the sixteen elementary schools in the sample. These questionnaires are marked "other" and probably include resource librarians, guidance personnel, E.S.L., S.L.D. and Special Education teachers.

Question #1 listed materials most commonly used in classrooms. The teachers were asked to list titles of materials they have used and to state their source. The results are summarized in Tables 1(a) and 1(b) which follow.

TABLE 1A

Material	Titles Mentioned	SOURCE							
		Non-Can.		Can. A/P		C.A./P.A.		C.P./A.A.	
		No.	%	No.	%	No.	%	No.	%
Textbooks	48	16	33	32	67				
Non-Texts (Fiction Biography, etc.)	66	35	53	26	39	3	5	2	3
Reference Books	50	30	60	17	34	2	4	1	2

TABLE 1B

Material	Titles Mentioned	SOURCE			
		Non-Can.		Can.	
		No.	%	No.	%
Films	11	5	46	6	54
Filmstrips	24	13	54	11	46
Slide Sets	9			9	100
Magazines & Periodicals	21	10	48	11	52
Learning Kits	34	19	56	15	44
Simulation Games	9	5	56	4	44
Picture Sets	8	2	25	6	75

Forty-eight textbooks were mentioned, of which one third are non-Canadian in origin and two thirds are written by Canadians and published in Canada. Slightly more than half (53%) of the 66 non-texts (fiction, biography, etc.) titles listed are non-Canadian, 39% have Canadian authors and publishers, and the remaining 8% have either Canadian authors and are published abroad, or are written by non-Canadians and published in Canada. Three-fifths of the reference books on the other hand are non-Canadian, and only one-third have Canadian authors and publishers.

The remaining materials are listed in Table 1B and it is interesting to note that with two exceptions, the materials are di vided almost half and half between Canadian and non-Canadian sources. The exceptions are slide sets which are 100% Canadian in origin, and picture sets, which are 25% non-Canadian, and 75% Canadian.

The following comments were made by two elementary teachers:

"I would like to take this opportunity to express concern regarding the lack of Canadian material and resource information that is available for use in programming for children with specific learning disabilities".

"A great need in this area for interesting Canadian material. There is a very limited amount of Canadian fiction for elementary children. The estimated average of popular titles in hard-cover fiction, paperback fiction and biography is non-Canadian. Ratings vary according to title. Biography tends to be less interesting and less appropriate to Canadians than fiction".

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

Source	Times Mentioned	%
Student Produced	1	4
Teacher Produced	4	16
Professionally Produced in Canada	nil	
Professionally Produced Outside Canada	nil	
A Combination of Above	11	44
Other	nil	
No Response	9	36

N= 25

Of the 25 questionnaires returned, 9, or 36% gave no response to question 2. Four percent of teachers used only student produced materials, 16% used only teacher produced materials, and the remainder, 44% used a combination of sources of unpublished material.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

	Times Mentioned	%
Most of the Time	nil	
Frequently	3	12
Sometimes	6	24
Seldom	5	20
Never	1	4
No Response	10	40

N= 25

None of these teachers use approved textbooks in preference to supplementary textbooks most of the time. Thirty-six percent use them frequently or sometimes and approximately one quarter use them seldom or never. A possible explanation is that the teachers are dealing with children with special problems, such as English as a second language, and specific learning disabilities.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

The number of resource people used is thirty.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

Name of Resource Person	How He/She Might be Contacted	Description of Program Provided
Mrs. J. Handscombe, E.S.L. Consultant	Area Office Calico P.S.	General discussion of E.S.L. philosophy and programme. Gave sources for material to be used in E.S.L. work. Discussion of categories for pupil assessment.
Mrs. Glassford	N.Y. Board	Gave books to use with a child for speech.
Mel Capner	Board	Consultant English
Al. Langfield		Elem. Science Prog.
Mrs. Mary Haws		Reads braille poems she has written

Name of Resource Person	How He/She Might be Contacted	Description of Program Provided
Mr. Rosen		Conducted a tour of Griffin House (publishing house)
Jim House	Spec. Ed. Dept.	Behaviour modification
Consultant E.S.L.	By invitation	New ideas
N.Y. Fire Dept.		Fire Safety
Canadian Brass		Instrumental programme with instruction re instruments
Trudy Stacey	Lillian St. P.S. (consultant)	Games for special needs
Mary Oliver	Almore Annex (Spec.Ed.)	Materials for use in Spec.Ed. program, excellent guidance
Parents (two)		Both were used for purpose of translation during discussion groups regarding the education of children for whom English is not a first language - Flowermaking

As can be seen from the above table, the majority of resource people are North York Board of Education consultants whose special fields are those problems dealt with by teachers of exceptional children. The exceptions are two parents, and visits by the North York Fire Department to discuss fire safety, and by the Canadian Brass to give an instrumental program.

QUESTION #5A: Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

These teachers made use of ten resource people who provided an increase in Canadian awareness during the past twelve months.

QUESTION #5B: Please describe the two most effective resource people providing an increase in Canadian awareness that you have had in your classroom during the past twelve months and state the nature of the subject matter discussed.

TABLE 5

Name of Resource Person	How He/She Might be Contacted	Description of Program Provided
Independent Publisher's Assoc.	361-1408 35 Britain St. Toronto M5A 1R7	Book Bus. of Can. Mat.
Jean Handscombe	Calico P. S.	Information regarding materials and ideas for their use. Discussion of categories for pupil assessment.
Police	By visit	Tour - discussion
Firemen	By visit	Tour
Industry	By visit	Tour-Discussion and follow-up
Transportation facility	By visit	Tour-Discussion and follow-up

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada ?

TABLE 6

	No.	%
Most	5	20
Quite a few	4	16
Some	5	20
Few	2	8
None	nil	
No Outside Activities	2	8
Response	7	28

N= 25

Although 28% of the teachers did not respond to this question, over half the remaining ones indicate that their field trips relate to learning about Canada (some - 20%, quite a few - 16%, most - 20%).

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

Place Visited	No. of Times Mentioned	Purpose of Visit
Ottawa	2	None stated
Yorkdale Plaza - Visual Display "Immigration to the Canadian Prairies".	1	To familiarize the students with the concept of the ethnic origin of much of the population of the west and to assist students in identifying themselves as part of Canadian mosaic
Pioneer Village	6	To help students understand life-style and ethnic origin of early Canadian inhabitants
McMichael Art Gallery	2	
Forest Valley	1	Outdoor awareness "Native Plants", pioneer times, maple syrup production
Royal Ontario Museum	1	Canadian culture and art from the past
Canadian theatre	1	Child's appreciation of art of drama
City Hall	3	Learning basic concepts of government, learning to skate, tour of hall
Commerce Court	1	Awareness of city development
Bruce Trail	1	Study of nature and appreciation of uninhabited land
Police station	2	Law
Horton's apple farm	1	
Horton's maple sugar farm	1	
Toronto International Airport	1	
Buttonville Airport	1	
Science Centre	1	
St. Marie among the Hurons, Midland	1	
Woodbine Arena	1	Skating
Fort York	3	
Open window bakery	1	Tour
Fire station	1	Tour and explanation of equipment

Place Visited	No. of Times Mentioned	Purpose of Visit
Upper Canada Village	1	
Local - Plazas, stores		
Bakeshop - Library and parks	1	
Movie - Sounder	1	
Trinity Square	1	
Niagara Falls Region	1	Geography study
Mackenzie House	1	
Marine Museum	1	
T-D Centre	1	
Go Transit	1	
Subway	1	
Old Fort Henry	1	

A number of teachers neglected to state the purpose of the visit, probably feeling that it is self-evident, which indeed it is, in a number of cases. It is interesting to note the wide variety of places the children have been taken, and also the not inconsiderable distances travelled, such as Ottawa, Upper Canada Village, and the Niagara region.

An interesting and relevant comment made by a teacher of children from foreign countries is quoted in full below:

> "Children from other countries need to become aware of community, city, province and country and learn how these places are inter-related and interdependent on one another. Therefore much of my emphasis is placed on visits to different places in our city. From these visits, I can usually generate sufficient enthusiasm to develop written and oral reactions from the children."

SUMMARY

At the Elementary level, 355 teachers received copies of the questionnaire, and of these, 205 or 58% participated in the survey by returning completed forms.

The information provided by these teachers indicates that three-quarters of the textbooks they use are Canadian in origin, with almost all of those books being written by Canadian authors and published in Canada. This does not seem surprising in light of the fact that teachers obtain their textbooks from approved sources (Circular 14 - Ministry of Education, Board approved textbook list) where efforts have been made to include a large percentage of Canadian material. However, over half (55%) of the reference books used by elementary teachers and some 53% of the non-texts (fiction, biography) are non-Canadian. These teachers also reported that half of the films and filmstrips they use are of non-Canadian origin. With the exception of slide sets which are few in number and mainly Canadian, all other materials used by these teachers are predominantly non-Canadian. Some 63% of magazines and periodicals, 60% of learning kits, 70% of simulation games and 75% of picture sets are non-Canadian in origin. This may indicate a dearth of Canadian produced materials.

Over half (55%) of the elementary teachers who reported the use of unpublished material indicated that such material was teacher produced.

The teachers in the elementary panel reported that they made use of 687 resource people during the past year. This figure suggests that the use of outside resource personnel is considered an integral part of the programs conducted by these teachers. Of the 687 resource people used, 88 (13%) were reported as individuals who provided an increase in Canadian awareness. This figure seems low in light of the very large number of Canadian related activities participated in by elementary teachers and their pupils. Two-thirds (66%) of the

elementary teachers indicate that at least some of the activities which take place outside the school relate to learning about Canada. This strong endorsement of Canadian-related activities would seem to indicate a positive attempt on the part of these teachers to provide activities for their pupils which might lead to an increase in Canadian awareness. The three places most frequently visited by elementary teachers and their pupils were the Ontario Science Centre, the McMichael Collection and Forest Valley.